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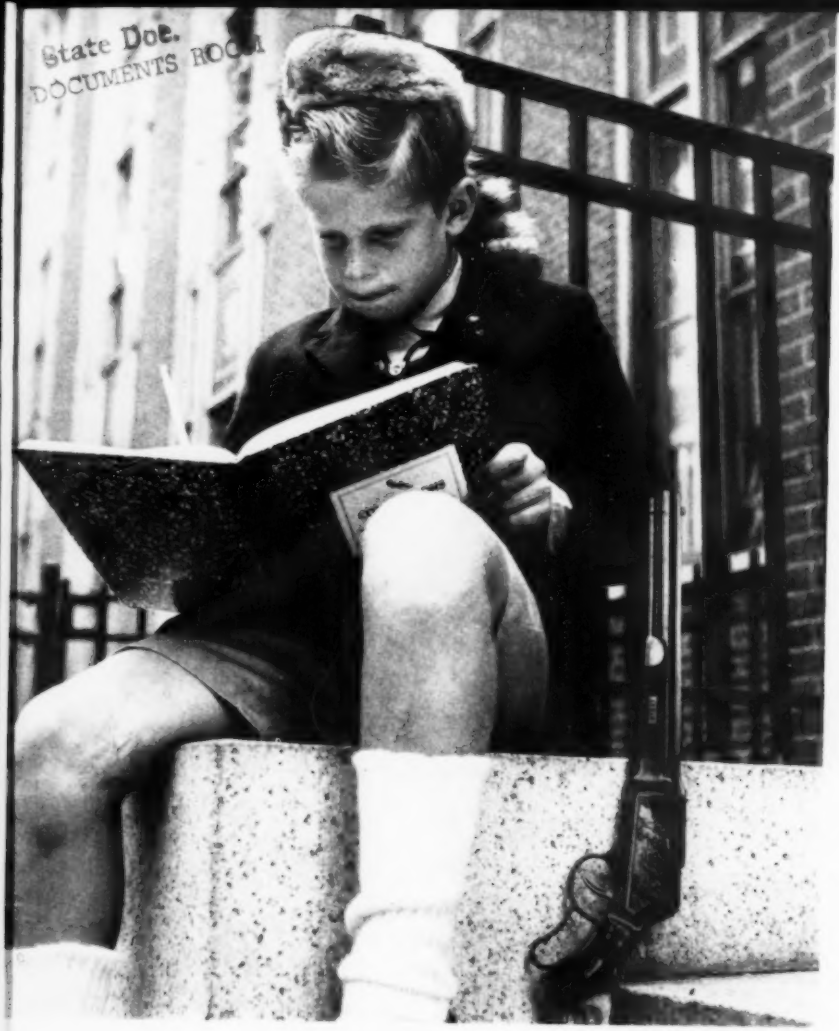

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BULLETIN TO THE SCHOOLS

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COVER: "A Scholar and a Soldier." *Photograph from the New York Times*

THE UNIVERSITY OF THE STATE OF NEW YORK

BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

CHARLES F. PROBES, *Editor* MARGUERITE MCLAUGHLIN, *Assistant*

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The University of the State of New York

Bulletin to the Schools

VOUME 42 OCTOBER 1955 NUMBER 2

Federal Aid Needed for Schools

State Conference on Education Urges Action by Government To Relieve "Grave Educational Crisis"

MEETING AT THE HOTEL BILTMORE IN New York City on September 19 and 20, more than 800 leaders in various fields considered the school problems which confront this State.

This New York State Education Conference, which was sponsored by the New York State Committee for the White House Conference on Education, was a preliminary to the White House Conference on Education to be held in Washington on November 28 to December 1.

While the delegates heard addresses by Commissioner of Education James E. Allen, Jr. and Governor Averell Harriman, most of the conference was devoted to workshops. (See pages 43–48 for excerpts from the addresses by Governor Harriman and Commissioner Allen.)

The workshop discussion areas covered goals and curriculum, school organization, building needs, teacher training and recruitment, school finance, public interest in schools, and higher and adult education.

Although the issue of Federal aid was not on the agenda, the State committee added a special workshop on this topic because of the intense interest shown in the possibilities of Federal financing. The question of Federal aid was debated a full morning. At the general session before the entire delegate body a resolution was offered which stated in effect that education was the concern of local, State and Federal governments. However, members considered this statement too weak and the following substitute resolution was introduced from the floor and adopted by a better than 2-1 vote:

"We believe that all levels of government should participate in financing necessary programs of education. In view of the grave educational crisis the States and localities cannot meet, we call upon the Federal Government to help the States adequately to meet this crisis, but insist upon the retention of State and local control — an essential American tradition."

This resolution will go to Washington as the expression of opinion from those present at the Biltmore conference.

Washington Conference Chairman Neil H. McElroy said that Federal aid would be on the Washington agenda. Four experts, two on each side of the question, are preparing papers giving the basic arguments for and against the proposal. These papers will be sent to delegates in advance of the Washington meeting.

While the issue of Federal aid received the most attention, many other questions were debated and 40 resolutions were

adopted. These resolutions encompassed the following general areas:

1. Citizens should take a greater interest in the schools. Constructive, not destructive criticism is welcomed by the education profession.
2. Stronger emphasis should be placed on the fundamental subjects, reading, writing and arithmetic. Moral and spiritual values should be stressed.
3. Opportunities for higher education must be increased. There should be an expansion of the community college and more technical institutes to meet the need of a technical age.
4. Scholarship aid should be increased and financial need as well as academic promise should be considered.
5. To obtain better teachers, salaries should be raised, professional status recognized and a better teacher recruitment program instituted.
6. The practice of providing emergency certificates for untrained or incompetent teachers should be abolished; there should be no compromise with high standards.

The keynote speaker, Conference Chairman Kenneth C. Royall, urged reappraisal of the whole question of who should go to college and what should be taught. He cautioned against an overenthusiastic estimate of the State's needs and stated that he wanted the best and most effective practices introduced within the schools so as to get the most value for the available money.

Dr. Walter D. Cocking, vice chairman of the New York State Committee, summarized the conference with enthusiasm and confidence. He said that work, guidance and money are needed to meet the growing school problem but that what is needed would be forthcoming because this problem is the concern of every citizen in the land.

Committee Acts on Higher Education

The New York State Committee for the White House Conference on Education, at its October 4 meeting, urged the national committee to reconsider its decision not to include higher education and continuing education on the agenda of the conference to be held in Washington November 28 to December 1.

A resolution, sent by telegram to Washington, stated:

The problems of elementary and secondary education cannot be satisfactorily solved without also considering higher education and continuing education. The recognition and expansion of higher and adult education cannot be overlooked without danger to the whole program necessary to meet our educational crisis. Problems of elementary and secondary education cannot be successfully handled apart from higher education.

As brought out by Governor Harriman, Commissioner of Education James E. Allen, Jr. and Chairman Royall at the September 19–20 New York State Conference, timely and coordinated planning and decisions carried out under the appropriate leadership in each State are critically necessary both to provide teachers for our schools and also for the training of scholars, scientists, engineers, nurses and other highly skilled manpower urgently needed for the national welfare and security.

Federal Aid for Education

Governor Believes That Government Should Invest in Future through Aid to States for Education

Governor Averell Harriman was the dinner speaker at the September meeting in New York City sponsored by the New York State Committee for the White House Conference on Education. The following article is reprinted from his address.

AVERELL HARRIMAN
Governor of the State of New York

A WORKING DEMOCRACY, A HEALTHY social system, a sound and growing economy, the ability to defend our way of life — all these objectives depend upon the quality of education. But beyond that and basic to all else, education is the road to individual fulfillment. It is the means by which each boy and girl gains access to the accumulated wisdom of the past and learns to use it in developing to the fullest his own talents and capacities.

All this is the value of the American education system. If our schools progress, America progresses. If they slip backward, then sooner or later — and, I am afraid, sooner — America slips backward. As Governor Al Smith once said: "The single year that education is neglected is lost forever."

It is of first importance today to face squarely the fact that — taking the Nation as a whole — we *are* slipping backward. This is not new. The much-talked-of crisis in education has been long in the making; what is new is only its popular recognition.

Our neglect of education can be measured in dollars. Perhaps it would astonish those who complain about the cost of education to realize that we are devoting a smaller proportion of our national income to education than we were a quarter of a century ago — and this at a time when we need better equipped and more competent citizens than ever before.

Or you can measure the neglect of education by less tangible means. We all know that the profession of education has been losing ground for a long time in competition with other occupations; we know that not nearly enough of our young people go into teaching, and stay in teaching. . . .

While the situation in New York State is less acute than in many States, we share in these national deficiencies. In our State alone, a quarter of a million children are going to school this year in substandard classrooms or makeshift quarters or on shortened schedules — and that does not count those in obsolete buildings. We need several thousand additional teachers. . . .

This evening, I am directing my remarks at the national problem rather than the problem in the State of New York, for three reasons. First, you are preparing to participate in a national conference to discuss the national situation. Second, while I have a good many ideas as to what we should do in New York, I have avoided arriving at any specific recommendations until we have heard from the long and careful study of the Heald Commission. And finally, the school

problem is, by its very nature, a national problem.

We have said for so long that education is a State and local function that sometimes we slip into thinking that the present educational crisis is a State and local matter, too. It is not local at all, in the sense that that means localized. A preponderant majority of the school districts in the whole country are affected, and the question is not how do we deal with the problem in any one State, but how do we get it dealt with in 48? The problem is common to all citizens of the Nation, and calls for a national solution.

Now, as a Governor, I am prepared to defend the prerogatives of the States. Moreover, as Governor of New York, which always pays more into every Federal program than it gets back, I have a special reason for being in favor of the self-sufficiency of the States.

Nevertheless, I am inclined to be skeptical, when values like education are at stake, of any doctrinaire or theoretical position in regard to the division of responsibility between the Federal Government and the States. I am inclined to be pragmatic. The question is, how has the present arrangement — which puts the whole financial burden on the States and local communities — worked, and how is it likely to work?

The answer, of course, is that it has not worked. The State and local authorities have responded, in many cases, remarkably well. Yet all the facts that I have cited, and many more that I could cite, show that the problem has grown beyond their capacity to handle. . . .

The Federal Government has much greater freedom in its fiscal operations. It has almost no constitutional limitations; the States and local communities have many. We are relatively fortunate in New York, but many States could not hope to meet their school needs promptly and fully without major constitutional changes — and that just isn't going to happen.

Moreover, one of the facts of life — whenever you talk about State Government — is interstate competition. That State or community which maintains a lower level of service than its neighbor, that taxes less and spends less, has a positive advantage in attracting and keeping some industries and business. We may agree that businessmen who take this approach are shortsighted and are working against their own best interests, but nevertheless there are some who do. Chambers of commerce and promoters in States or local communities with low levels of service and low taxes sometimes use these as arguments to lure industry away from areas with higher standards. They shouldn't, but they do. So there are powerful, positive incentives for States and communities to lag behind. . . .

Certain States with per capita income much lower than ours are now spending a substantially higher proportion of the income of their people on public education than we are — some as much as 50 percent higher. Some of these States have a standard of education which does not compare with ours. If we find it difficult to do more, their difficulties in providing adequate education will be far greater.

We cannot say, "Well, that's their problem; we will take care of ourselves." The population of the United States is too fluid. We cannot set up barriers to keep out of New York the children who have been poorly educated in other States. If other States fail to train enough teachers for their needs, we cannot compel New York-trained teachers to stay within our borders. The only way to move promptly, effectively, in unison, is through a system of Federal grants. And they should not be limited to equalization to help the poorer States; they should be aimed at

giving a general lift to the status of education throughout the country.

I think I have read most of the arguments against Federal aid for education and, when measured against the herculean task ahead of us, they sound like barren theory. I suspect, indeed, that some who argue most vehemently about States' rights are motivated not at all by constitutional principles. They simply do not want to see those billions of dollars spent at all — or, if some of it must be spent, they want to see the money raised through State and local tax systems, which have less impact in the higher brackets than does the Federal system.

For years, the opponents of Federal aid have raised the bugaboo of Federal control of education. Responsibility for the school program must rest with the local community. But surely we are intelligent enough to draft a law that will accomplish the purpose we all desire! . . .

The one control we would need, it seems to me, is to assure that the recipient States maintained an adequate effort of their own so that the Federal aid would assuredly be an addition to, not a substitute for, local effort. . . .

It is sometimes argued that Federal aid is dangerous because it might undermine State and local initiative and responsibility. I get indignant each time I hear or read this argument. Far from stifling local initiative, Federal aid would liberate initiative — it would free the fine people in our local school districts to do the kinds of things they want to do and know need doing. . . .

Since World War II, our own security and the peace of the world have depended upon America's superiority in modern weapons — which has grown out of our advantage in science and technology.

There are many signs, now, that we are in the process of losing that advantage. Among the most important of these signs is the evidence that the Soviets are outstripping us in education. . . .

There are, of course, many private scholarships available, and more are being provided. But in the main, who goes to college in America is still determined more by wealth and family income than by ability.

I suggest that there may be no other way to make the opportunities for higher education available for young people of special ability, on the scale that is demanded, except through a national program of scholarships. Consideration should also be given to full payment by the Federal Government, through these scholarships, of the cost to the college of the education provided. In such a program, it seems to me, the student should be permitted to choose the college he would wish to attend — in that way, it would be the students who would be voting, rather than the Federal Government deciding, on the institutions they believe would provide them the education they require. Some of the scholarships might be in the form of loans, particularly for graduate work. The program should cover all fields, of course, not merely those relating directly to national defense. . . .

I know that all I have said tonight may sound like immense amounts of money. But when we look at these expenditures in perspective, it is not so. Our national income has been expanding and will continue to expand. My proposal is simply to take a small fraction of the increment and invest it in education, through Federal aid. The good that will flow to our children and our youth, to our communities, and to the Nation will surpass — I am convinced — the good which could be purchased in any other market.

We cannot be true to the traditions of America, we cannot meet the needs of our country's future, if we make any other choice.

How Can We Get Good Teachers?

Commissioner of Education Suggests Solutions to Problem of Getting and Keeping Good Teachers

The following article is taken from an address given by Commissioner James E. Allen, Jr. at the September meeting in New York City sponsored by the New York State Committee for the White House Conference on Education. Commissioner Allen spoke at the luncheon meeting.

JAMES E. ALLEN, JR.
Commissioner of Education

AS A BEGINNING FOR A DISCUSSION OF the most important question of all, "How can we get enough good teachers and keep them?" I think we can agree on the following statement. No matter how clear we are as to what our schools should accomplish; no matter how efficiently and economically we organize our educational system; no matter how many new schools we build or how adequately we finance them — *unless we have enough competent teachers to staff them, we will have failed in all our efforts.* A realization of the truth of this statement emphasizes anew the seriousness of the shortage of well-qualified teachers.

The facts surrounding this shortage are well known to all of us. I need not review them here. They reveal a situation of alarming proportions, intolerable to a people who value and depend upon education as much as we must in a democracy. . . .

Deep concern on the part of the public is the most fundamental factor in finding a solution to the teacher problem. This concern must be transformed into understanding — an understanding which grasps the full implications of the lack of good teachers, the truly significant difference in education which good teaching can make. This public understanding will lead to a willingness on the part of citizens to support those steps necessary to recruit and hold in service enough good teachers. . . .

Any solution to the teacher shortage problem will, of course, include raising the salaries paid for teaching to a level which is more nearly commensurate with its importance. Teachers' salaries have risen, but the level to which they have risen has been limited to that level which the public is willing to support. Therefore, if salaries are ever to be as high as good teaching justifies — and they must be much higher than they now are — it is essential that the public first acquire that understanding — that degree of insight — which will bring about a willingness to support this higher salary level.

Increase in salary levels will simplify the problem of teacher recruitment. . . .

But more than a general salary increase is needed if teaching is to obtain and hold its share of the ablest members of the manpower pool. Teaching must be able to offer incentives for quality performance more nearly comparable to those offered by other careers which compete for good people. It must be able to offer persons of exceptional teaching ability or those who render outstanding teaching per-

formance an opportunity to gain appropriate recognition as well as financial rewards.

There are, of course, also many other factors involved in this problem. These include higher standards for teacher education and training, high standards in the profession itself, working conditions which make it possible for teaching to be carried on under circumstances befitting a profession, and the degree of prestige accorded by the public to teaching as a career.

Improvement in salary policy and in these other conditions will do much to recruit and keep more competent and qualified people for teaching. However, the facts of the manpower situation show that the teacher shortage will be a serious problem for years to come in spite of all our efforts. There simply will not be enough able young people, adequately trained, to meet all our needs. Therefore, we have no other alternative than to consider changes in our present methods of teacher utilization as a partial answer to the manpower problems. . . .

We must devote our attention to devising ways of extending the talents of the good teachers we already have. This means that we must reexamine some of our traditional concepts about school organization, teaching methods, pupil groupings etc. We must experiment with television and other mechanical and technological developments. We must explore the use of teacher assistants to take over those nonteaching duties which are a wasteful use of the time and talent of a good teacher. . . .

These four factors — greater public understanding of the importance of good teaching, higher salaries, recruitment and utilization — are fundamental considerations in finding solutions to the question, "How can we get and keep enough good teachers?" . . .

Higher education occupies a strategically important position in relation to the whole of education. This strategic position belongs to higher education for many obvious reasons. The most important and relevant reason is that we look to higher education to develop and train leaders. This development of the talents of potential leaders is the most important responsibility of higher education. . . . It is vital that the principle of equality of opportunity be extended to higher education so that all those who can profit from higher education will be able to do so. We must make sure that no talent is wasted because of the lack of opportunity for further training.

It is disturbing to realize that approximately 18 percent of all high school graduates in New York State having I.Q.'s of 130 or more do not plan to continue their education; that about 40 percent having I.Q.'s between 110 and 130 do not plan to continue their education. Based on the number of graduates in 1953 — the year for which these percentages applied — this could mean that about 16,000 young people of superior native ability did not plan to pursue formal education beyond the high school level. Can we afford such a high degree of underdeveloped manpower in a world which so desperately needs leadership for the solution of its problems now and in the future? . . .

College enrollment in New York State is expected to increase 50 percent by 1965 and to almost double by 1970. The task of providing for this increase will be great. Existing facilities will have to be expanded. New facilities will have to be added. . . .

It is evident that little advancement will result if our colleges and universities try to provide for those increased numbers who will come knocking at their doors by merely expanding existing programs — that is simply doing more of the

same. Real progress will result only if special efforts are made to establish programs and facilities geared to the interests and abilities of all who can profit. This will require, among other things, greater public understanding and acceptance of the place and importance of community colleges, technical institutes and other programs whose acceptance by the public has been slow because of the reluctance to break away from thinking in terms of the four-year college pattern.

If higher education is to meet effectively the wave of the future, it must reexamine its entire structure, including its objectives and methods. In this field, perhaps more than in any other field, lie the most exciting prospects for educational advancement during the next two or three decades.

Discussion of these two questions has shown how essential wise planning is to their solution and to the solution of all educational problems before us. It is in planning that the State has a most important responsibility. New York State is fortunate in having a legal structure for education which facilitates statewide planning. With all education — elementary, secondary and higher, private and public — joined together in The University of the State of New York under the Board of Regents, it is possible to achieve a coordination of planning and development which gives strength to our program. This structure, so wisely conceived and so vigorously maintained through long tradition, is of such value in the unity which it provides that it must be faithfully preserved and constantly strengthened. It is of utmost importance that we make maximum use of the unique advantages which are inherent in this structure and that the Regents and the State Education Department provide the leadership and planning which is their responsibility.

I suggest that as a guide for our deliberations and as a criterion by which to measure the wisdom of our decisions and recommendations at this meeting, we set ourselves this further question — "Will the solutions proposed in answer to the questions before us result in an improvement in the effectiveness of the teaching process?"

This process is the foundation upon which the whole structure of our educational system rests. If it is not strong, then the whole structure is endangered. If it is strong, then we can build with confidence.

Superintendents Hear Commissioner

Emphasizing that "the heart of all education is the teaching process," Commissioner of Education James E. Allen, Jr. addressed a joint session of the Council of School Superintendents and the State Association of District Superintendents of Schools at Saranac Inn on September 27. Dr. Allen expressed the hope that greater unity and more vigorous action would develop among all the school administrative forces of the State. He called for "dynamic leadership at the local level" and pledged the support of the State Education Department. Dr. Allen declared that the threefold challenge of local leadership exists in intelligent administration, definition of the necessary requirements for the further development of the schools, and interpretation of those needs to the community.

Adult Education Goes to the Fair

ROBERT A. BISHOP
and
HENRIETTA F. RABE
Bureau of Adult Education

"SALUTE TO THE CONSUMER" WAS THE theme of the 1955 New York State Fair, September 3–10. The Bureau of Adult Education related its exhibit at the Harriet May Mills Memorial Building to this theme. With the help of 26 cooperating schools the broad aims of public school adult education were highlighted — helping men and women to become better citizens, to earn a better livelihood, to improve their family living and to enrich their individual lives.

Commissioner of Education James E. Allen, Jr. spent time at the exhibit and commended the effective work being done by the public schools of New York State in providing educational opportunities for men and women. Commissioner of Agriculture and Markets Daniel J. Carey also spent time at the exhibit. Other outstanding visitors included a group of businessmen from Japan and a group of educators from Indonesia.

Visitors to the exhibit were first attracted by a diorama showing the public school as it relates itself to the interests and needs of men and women and to the community. Colored slides showed adult education in action at the Berne-Knox, East Greenbush, Endicott, Johnstown, New Rochelle, Springville and Syracuse public schools, and many demonstrations of adult education activities were staged.

One booth illustrated some of the activities by which adult education makes important contributions to home and family living through "do-it-yourself" skills. Some of the many types of homecrafts demonstrated were furniture refinishing, upholstering, chair caning, sewing, antique decorating and woodworking.

Adult education's contribution to better citizenship was depicted in colored slides and by means of special auditorium programs. The slides showed adult students engaged in public affairs forums and discussion groups. The auditorium programs included talks by two North Syracuse Community Ambassadors, one of whom went to Austria and the other to Spain last year as a direct result of a public school adult education project for developing better international understanding. They showed interesting colored slides of their life as members of families in these countries and explained the value of the Community Ambassador Project for interpreting American democracy to the people of foreign lands as well as giving their own community a better picture of the way of life of the people of the countries they visited.

Film forums, as another type of adult civic education, were illustrated through the film "Picture in Your Mind," an auditorium presentation.

Still other men and women demonstrated some of the skills they acquired through adult education that helped to enrich their individual lives as, for example, participation in an adult education sponsored community orchestra or little theater group, or through such activities as painting, sculpturing, ceramics, jewelry-making and other forms of self-

Rug Hooking Demonstration

Painting Demonstration

expression. The Cherry Valley Adult Education Community Orchestra performed to a packed auditorium.

The Little Theater as another type of adult education was demonstrated by two one-act plays. The Geneva Players presented "Arzov," written by the director of the group. The Rome Community Theater, another school-sponsored adult education group, performed another original one-act play entitled "Type Casting."

The need for education for the aging, still another phase of adult education, was depicted through a film, "Such a Busy Day Tomorrow," which dramatically shows the need for helping older men and women find new interests and new activities. Day centers and senior citizens clubs were suggested as effective methods of providing educational opportunities for older adults. This is a method now being employed by a number of public schools in New York State.

"Adult Education Contributes to a Better Livelihood," the theme of another one of the displays, listed activities in industrial education, agricultural education, business education, economic education and consumer education. Some of these phases of adult education were illustrated by means of colored slides showing such programs in action.

More than 300 adult education students participated in the exhibit as demonstrators and performers. These men and women came from schools located in rural areas as well as from large city schools, typical of the over 650,000 adults who took advantage of public school adult education during the past year in over 600 communities in New York State.

Public schools in the following communities provided demonstrators and performers for the exhibit: Auburn, Cherry Valley, Cortland, Edmeston, Fayetteville-Manlius, Fulton, Geneva, Herkimer, Homer, Ilion, Jamesville-Dewitt, Liverpool, Minoa, Mohawk, Oneida, Phoenix, North Syracuse, Richfield Springs, Rome, Solvay and Syracuse.

Twice during the period of the fair features of the exhibit were televised by station WSYR-TV.

The organization and coordination of the exhibit were handled by Robert A. Bishop and Henrietta F. Rabe of the Bureau of Adult Education.

Industrial Arts at the Fair

High School Students Serve as Demonstrators at Industrial Arts Exhibit

Nearly 50,000 souvenir pocket calendars were distributed from the booth of the Industrial Arts Exhibit at the 1955 New York State Fair. This educational exhibit, located in the State Exhibits Building, was prepared through the combined efforts of volunteer workers from various schools, the Central New York Industrial Arts Teachers Association, the New York State Steering Committee for Industrial Arts and the Bureau of Industrial Arts Education of the State Education Department.

Each day a different series of demonstrations was presented in such varied activities as woodworking, ceramics, metal enameling, silk screen process printing, weaving, art metal, automobile mechanics, electronics and leatherwork.

The Central New York Industrial Arts Teachers Association was principally responsible for the successful operation of the exhibit. William Barnes, Solvay, and Glenn Hess, Baldwinsville, were cochairmen of arrangements.

The following schools participated during the eight days of the exhibit: Baldwinsville Academy and Central School, Bellevue Junior High School and Grant Junior High School, Syracuse; Benjamin Franklin High School, Rochester; Boynton Junior High School, Ithaca; Endwell Junior High School, Goshen Central School, Greece Central School, Greene Central School, Haverling Centrai School, Bath; Herkimer Central School, Jennie F. Snapp Junior High School, Endicott; Little Falls Central

School, Liverpool Central School, North Syracuse Central School, Oswego State Teachers College (Student Industrial Arts Club), Painted Post High School, Phoenix Central School, Richfield Springs Central School, St. Johnsville Central School, Sherburne Central School, Solvay High School, Tappan Zee High School, Piermont; Weedsport Central School, West Genesee Central High School, Camillus; West Winfield Central School.

These representative schools indicated the increased interest of pupils and teachers in this year's exhibit. One hundred thirty-four boys and girls served as demonstrators during the course of the fair. Fifty-six industrial arts teachers participated as advisers and demonstration directors.

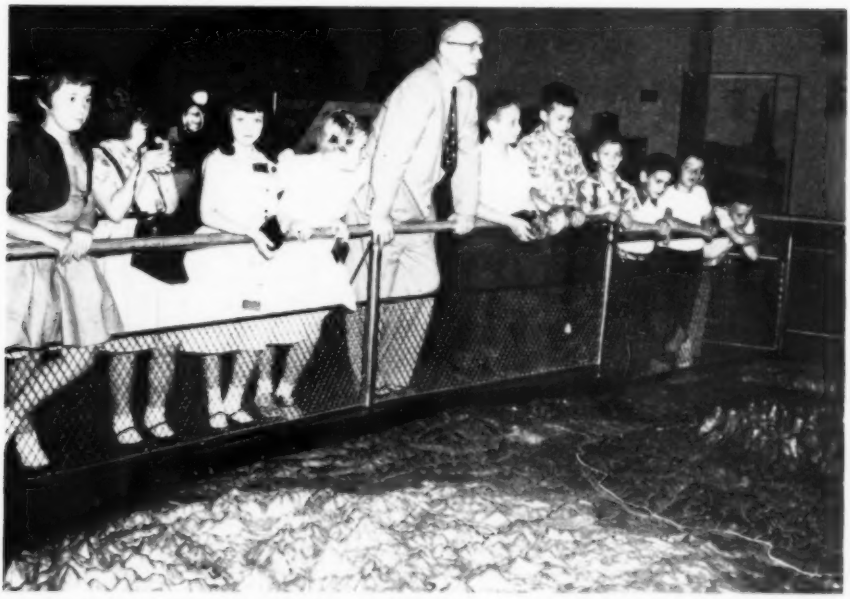
The exhibit served a worthwhile public information purpose by showing visitors many of the fine results obtained in the modern industrial arts program.

Bookmobile Visits Albany

Clinton-Essex County Bookmobile Stops on Its Way to Plattsburgh

State Librarian Charles F. Gosnell and Senior Library Supervisor Wilfred L. Morin inspect the Clinton-Essex County Library Service System Bookmobile which was on display at the State Education Department, Albany, on September 20. The bookmobile holds 4,000 volumes and will serve approximately 35 communities which are now without library service. Made possible through State aid, the bookmobile is one of the many library services available to member libraries in the two counties.

Relief Map Welcomed Home



William N. Fenton, Assistant Commissioner for the New York State Museum and Science Service, Shows Geological Relief Map at the State Museum to a Group of Schoolchildren

The old geological relief map, one of the largest and most popular exhibits in the New York State Museum, has been returned from display at the New York State Fair in Syracuse, where it attracted great interest. Exhibition at the fair marked the first time the map has been moved since its installation in the exhibit halls of the State Museum in the State Education Building in 1913. Many hundreds of New York State residents who have never before had the opportunity to view the map enjoyed trying to locate their hometowns, farms and other familiar territory.

Schoolchildren, who are frequent visitors at the Museum, missed the map this September and will welcome its return. According to Museum officials, the old map seems to have a special appeal for the growing number of persons who avail themselves each year of Museum facilities.

Museum attendance has been increasing at the rate of about 1,000 visitors annually. During the past year over 24,000 members of organized educational groups, both children and adults, visited the State Museum. Approximately 12,000 arranged to take the guided tours conducted by Mrs. Ruth Rubin, museum education supervisor, and Mrs. Anna M. Jones, museum instructor.

The map was made originally for the Columbian World's Fair at Chicago in 1894. Using all data then available, 20 men worked nine months to prepare it. About 28 feet long, the model was said to be the largest relief map ever made in the United States.

Artmobile Opened at State Fair

New York State Pioneers Development of Traveling Museum Exhibit of Arts and Crafts

Commissioner of Education James E. Allen, Jr. opened the first Artmobile in New York State's pioneer development of museum-on-wheels service on September 3 at the New York State Fair in Syracuse. Dr. Allen stated his belief in the importance of art in our daily lives and in the work ahead for artmobiles. Future plans call for 25 or more artmobile units, each of which will give cultural service to State communities.

The traveling unit is incorporated under the New York State Board of Regents as a nonprofit, educational institution and is financed solely by donations from organizations and individuals. Organizations which have given active support to the plan include the New York State Art Teachers Association, the American Association of University Women, the New York State Teachers Association, the State Association of Public School Adult Educators and the State Audio Visual Council.

The Artmobile has been designed to display top exhibits of original works of arts and crafts to schools and communities in connection with classes, programs and local festivities. The first exhibit, lent by 12 leading New York State museums, included glass, sculpture, paintings (in several media), woodcut, drawing, textiles, embroidery and early Shaker crafts.

Commissioner of Education James E. Allen, Jr. Speaking at the Opening of the Artmobile

Boys Train for Rescue Service

Civil Defense Trains High School Boys for Light Rescue Work at Albany Training School

RAYMOND R. HUNTER
Coordinator of Civil Defense for Schools

A NEW AND UNIQUE PROGRAM FOR high school boys in grade 11 was initiated in June 1954 when 19 boys and two faculty members from schools in Nassau County completed a three-day course in rescue operations at the New York State Rescue Training School in Albany. Since that time approximately 270 such boys have completed the course.

The New York State Education Department, the State Civil Defense Commission and the New York State Division of Safety have cooperated in establishing what is probably the first light rescue training program for high school boys in the United States. Normally, the rescue school, situated on a large five-acre, wooded area on the western edge of the city, offers continuous two-week courses for adults who have volunteered for training in this phase of civil defense. Frank McHenka, director of the school, and instructors on his staff make it possible, however, through arranging schedules and by taking advantage of weekend and holiday vacation periods, for groups of high school boys to spend three continuous days at the school taking the light rescue training course.

High School Boys Take Civil Defense Light Rescue Training Course at New York State Rescue Training School in Albany

Every male student in the 11th grade of the high schools in New York State is eligible to apply for the course. Applications should be in letter form addressed by the student to his school principal, and should be accompanied by a note signed by the individual student's parent or guardian permitting him to attend the training course at Albany. Applications are then reviewed by the local civil defense director, who, in consultation with the school principal concerned, will select two or more students from each local high school in his civil defense jurisdiction. Selections are made on the basis of physical fitness, aptitude for rescue work, leadership ability and proficiency in school studies.

Transportation to and from the State Rescue Training School and living accommodations while attending the course are arranged by the school. The local

civil defense organization assumes responsibility for the welfare and safety of high school boys at all times. The local civil defense director is responsible for assigning an adult for each 10 students, to supervise, guide and care for the students while traveling to and from the school and also while attending the course. In fact, these supervisors, who are usually male teachers from the staff of the high school which the boys normally attend, also take the rescue training course. Thus they become qualified to assist in the selection and training of other high school youth to serve as members of light duty rescue teams.

Subjects studied at the rescue school include knots and ropes, stretchers and improvisations, lifting and moving the injured, structural damage, rescue first aid, ladders and jibs, levers and jacks, emergency shoring and shafts and tunnels. After completing the three-day course, the students become eligible to organize and train light duty rescue teams in the high schools which they represent. These rescue teams will be available in the event of a disaster while the schools are in session and also for civil defense operations in the event of enemy attack. In the latter case, these teams will be placed under the direction of the local chief of the civil defense rescue service.

High school principals throughout the State are encouraged to bring notice of this type of training to all 11th grade boys. Complete information may be secured from the local director of civil defense.

Plans for New Schools Approved

Plans for new school buildings and major additions approved during July and August by the Commissioner of Education upon recommendation of the Division of School Buildings and Grounds include the following:

North Babylon, Suffolk County, additions and alterations to Weeks Road Elementary School, $187,000

Mastic, Suffolk County, additions and alterations to William Floyd Elementary School, $550,000

Oyster Bay, Nassau County, additions and alterations to central school, $325,000

Central Islip, Suffolk County, new Cordello Avenue Elementary School, $630,000; addition to junior-senior high school, $1,100,000

Bethpage, Nassau County, addition to junior high school, $950,000; new Kramer Lane Elementary School, $965,000

North Syracuse, Onondaga County, new Bear Road Elementary School, $815,300

Camillus, Onondaga County, alterations to Split Rock Elementary School, $142,600

Afton, Chenango County, addition to central school, $750,000

Albion, Orleans County, new elementary school, $1,115,000; additions and alterations to Waterport Elementary School, $160,000; addition and alterations to high school, $698,000

Hauppauge, Suffolk County, new elementary school, $882,000

West Babylon, Suffolk County, new junior high school, $2,189,000

Oswego, Oswego County, new Charles E. Riley Elementary School, $932,944

Gowanda, Cattaraugus County, alterations to elementary school, $50,000

East Norwich, Nassau County, renovation of elementary school, $32,006

Edmeston, Otsego County, additions and alterations to central school, $285,000

Friendship, Allegany County, additions and alterations to central school, $960,000

Clarence, Erie County, additions and alterations to Clarence Center Elementary School, $442,000

Hilton, Monroe County, new elementary school, $709,000

Plainedge, Nassau County, additions and alterations to convert elementary school into junior high school, $510,000

Old Bethpage, Nassau County, new elementary school, $412,000

Chenango Forks, Broome County, additions and alterations to central school, $698,400

Kinderhook-Valatie, Columbia County, new junior-senior high school, $1,270,500

West Hempstead, Nassau County, new elementary school, $798,000

South New Berlin, Chenango County, additions and alterations to central school, $200,000

Springville, Erie County, new elementary school, $1,410,000

North Tonawanda, Niagara County, addition to Wurlitzer Elementary School, $145,600

Richfield Springs, Otsego County, addition and alterations to central school, $250,000

Deer Park, Suffolk County, new elementary school, $880,000

Franklin Square, Nassau County, alterations to existing Washington Street Elementary School, $250,000

Brentwood, Suffolk County, new Southeast Elementary School, $948,000

Roslyn Heights, Nassau County, new junior high school, $1,600,000; additions and alterations to senior high school, $2,175,000

Greenwich, Washington County, alterations to central school, $53,000

Camden, Oneida County, three new elementary schools (North Bay, Taberg and Camden), $895,169

Levittown, Nassau County, new Laurel Lane Elementary School, $410,292

Brownville-Glen Park, Jefferson County, new junior-senior high school, $1,253,000

Cold Spring Harbor, Suffolk County, addition to East Side Elementary School, $90,000

Gouverneur, St. Lawrence County, addition and alterations to high school, $1,142,000; addition and alteration to Balmat Elementary School, $50,000

Miller Place, Suffolk County, addition to existing elementary school, $300,000

Lancaster, Erie County, new senior high school, $2,296,750

District 13, Valley Stream, Nassau County, alterations and additions to Wheeler Avenue Elementary School, $788,000; alterations and addition to Corona Avenue Elementary School, $232,000

Commack, Suffolk County, additions to Commack Elementary School, $265,000

Byron-Bergen, Genesee County, new junior-senior high school, $1,320,000

Mount Upton, Chenango County, new elementary school and high school athletic field, $325,000

Patchogue, Suffolk County, addition to Medford Avenue Elementary School, $111,972; addition to Bay Avenue Elementary School, $114,376

District 20, Vienna and Verona, Oneida County, new elementary school, $172,000

Whitesboro, Oneida County, new Marcy Elementary School, $1,032,000

Canandaigua, Ontario County, new elementary school, $1,275,000

Holley, Orleans County, addition to Holley Elementary School, $80,000

Lake Ronkonkoma, Suffolk County, addition to Lake Ronkonkoma Elementary School, $360,000

Chappaqua, Westchester County, new senior high school, $2,119,100

Jasper, Steuben County, additions to central school, $230,000

Briarcliff Manor, Westchester County, addition to Todd Elementary School, $700,000

West Middle Island, Suffolk County, new elementary school, $224,000

New President at Geneseo

President Francis J. Moench was installed at the State University Teachers College at Geneseo in a ceremony on October 13. The charge was delivered by State University President William S. Carlson.

President Moench took office last fall after having served as dean of the State University Teachers College at Cortland. Previously he had been professor and chairman of the department of health, physical education and recreation at the college. He had been a member of the faculty for 31 years.

Eight Square Schoolhouse Restored

A CORNELL PROFESSOR, A GROUP OF bankers and a historical society have joined forces to assure the preservation of an old "Eight Square Schoolhouse," one of the few left in New York State, located in Dryden Township, Tompkins County. The red brick school which has served its community for the past 130 years will be restored and will continue to serve as a testimonial to educational progress and a symbol of a great idea — public education for all.

It all started back in the days when that part of the State was wild frontier. Colonel William Cobb, who lived in the southeast corner of the district, and Benjamin Wood, who resided in the northeast section, became the prime movers in the building of a school. According to the minutes of the district clerk, recorded on April 21, 1827, it was voted to build a schoolhouse and further voted "that the hous shal be built of brick and to be twenty eight feet in the clear and eight square . . . and the hous is to Bee finished by the fifteenth of october Next and the saim to bee painted venisen red and penseled white." They built an octagonal-shaped building with solid walls of flagstone, so carefully constructed that over a century of use and abuse has failed to dislodge a single stone.

At one time there were only eight families in the school district — but they had 87 children. At another time two families were sending 24 children to the school.

The early boards of education were faced with problems which a modern school system might find difficult to recall. In the minutes of the district clerk it is revealed that on October 12, 1871,

To Be a Testimonial to Educational Progress

This red brick school, located in Dryden Township, Tompkins County, is being preserved as a historical monument to the idea of public education for all. The building is 130 years old.

the trustee was directed "to build at least four stalls of shed for the accommodation of the children." On October 8, 1878, it was resolved that boys and girls would have separate recesses, and on October 11, 1881, board members voted to dig a well for the school.

One of the main concerns of the early boards was the health of the children. At every school meeting before 1850 an "itch committee" was appointed and it was "voted that any persons sending their Children to school after being notified that they have the Itch shall be liable to pay five dollars. . . ."

During the long cold winters of upstate New York the major problem was obtaining enough wood for the school and each resident was expected to provide his share. To reinforce these expectations and guard against those who might be tempted to cheat, a wood inspector was always appointed. On February 20, 1828, it was resolved that "each imployer furnish one half Cord of wood By the first day of March Next and the same to Bee stocked up in the wood hous in good snug order and in case of failur in procuring the sd wood they shall pay the sum of fifty Cents pr Cord and the same to bee put in there Next school bill."

Classes were held in the octagonal red brick building on Hanshaw Road until 1941, when the pupils began attending Dryden Central School. Then Professor Stanley Warren of the New York State College of Agriculture at Cornell University led a drive to preserve the schoolhouse as a community center, a historical monument and a place to hold classes where the historical setting would benefit the student.

Last April a special meeting of eligible voters from the old district was held for the purpose of disposing of the property. Twenty voters attended and voted unanimously to sell the building and a plot of land for a token sum to the DeWitt Historical Society.

Funds needed to maintain the school were donated by alumni of the New York State Bankers' Association School of Agriculture, which is in session for one week every summer at Cornell University. The bankers had always been interested in the Eight Square School where some of their classes were held. On August 15, Theodore W. Baxter, chairman of the bankers' fund-raising committee, presented a check for $1,000 to the DeWitt Historical Society for the repair and maintenance of the oldest educational institution in Tompkins County.

State Educators Honored

Members of the Bureau of Adult Education, State Education Department, will take an active part in two adult education conferences scheduled for November. Rowland J. Pulling, Chief of the Bureau, is president of the National Association of Public School Adult Educators, which will hold its third annual conference on November 10–11 at the Hotel Statler in St. Louis, Mo. Directly following this meeting the Adult Education Association of the U. S. A. will hold its national conference on November 11, 12 and 13 in St. Louis. Arthur P. Crabtree, associate in the Bureau, has been elected to serve as one of the two national vice presidents of this organization, and Presco Anderson, associate in adult education, has been elected to serve as an upstate New York member of the delegate assembly of the association.

The themes of both conferences will relate to the role of adult education in the community.

Regents View French Exhibit

Rare Documents Interest Distinguished Visitors to State Library Exhibit

Left to right: State Librarian Charles F. Gosnell, Governor Averell Harriman, Dr. Pierre Donzelot, representing French universities; Commissioner James E. Allen, Jr., Regent Alexander J. Allan, Jr.

Governer Averell Harriman, members of the Board of Regents and Dr. Robert Valeur, First Counselor of the Embassy of the Republic of France, were among those present at the official opening of an exhibit entitled "French in New York State" in the Rotunda of the State Education Building on September 23. State Librarian Charles F. Gosnell welcomed the guests and Chancellor John P. Myers, Dr. Valeur and Dr. Pierre Donzelot, the representative to the United States of the French universities, spoke briefly on the influence of French exploration and colonization on the history of this State.

The exhibit includes many rare prints and manuscripts, original documents and records of land acquisitions, and copies of the Jesuit Relations, which were the annual reports sent by the missionaries from America to Paris and published as early as 1630.

Associate Librarians Mason Tolman, general reference, and Edna L. Jacobsen, manuscripts and history, prepared the exhibit.

Music for Schools, Home, Community

The Board of Regents at its meeting on September 23 took a number of actions relating to charters for educational institutions.

Music Association Chartered

The Regents granted an absolute charter to the New York State School Music Association, organized to promote the study and appreciation of music in the school, home and community.

The group was founded in 1932 as the New York State School Band and Orchestra Association. A few years later vocal teachers were invited to join the association and the present name was adopted. From the 32 persons attending the organizational meeting, the association has grown to include more than 2,500 members working for the advancement of music in education.

According to the statement of purposes in the charter, the group seeks to stimulate interest in the study of music in the public, private and parochial schools of New York State; to secure wider recognition of the education values of music; to encourage a carryover of school music training into the musical, social and home-life of the community as a vital part of its cultural, recreational and leisure time activities; and to foster professional growth, leadership and good fellowship among the members of the association.

Lebanon School Incorporated

A provisional charter, valid for five years, authorized the incorporation of the American Community School at Beirut, Lebanon, to provide kindergarten training and elementary and high school instruction for the children of American citizens residing in the Middle East.

The school was begun in 1905 by the American University of Beirut and the Presbyterian Mission, both of which institutions still serve as sponsoring bodies to the school. The enrollment has increased from the original 18 pupils in 1905 to over 300 today. The present trustees include prominent officials of the American University of Beirut, the Syrian-Lebanon Mission of the Presbyterian Church U.S.A., the U.S. Embassy, the Near East Foundation, Trans-Arabian Pipeline Company and the Near East School of Theology.

The school seeks to provide students with a liberal education within the Christian tradition as well as training for American citizenship and an education which will enable graduates of the school to enter American colleges.

Library Charters

The Board of Regents took action in connection with applications for provisional charters by four libraries. Livingston County Public Library at Geneseo was granted a provisional charter, valid for five years. It will provide a central agency for the coordination and extension of library service for the county and the agency for instituting contract service for a multicounty system.

A five-year provisional charter was granted the Depauville Free Library which will serve a small community in the area of the Regional Library Service Center at Watertown. It will have the advisory services and book resources of the center to supplement local resources.

The B. Elizabeth Strong Memorial Library of Turin, which also serves a small area under the professional guidance of the Regional Library Service Center, was granted a provisional charter, valid for five years.

A provisional charter, valid for five years, was granted to the Harrison Public Library. An association library which has been in operation in Harrison since 1909 will transfer its holdings to the new library and request that its charter be canceled.

The Regents approved the transfer of the property of the Hancock Free Library, a free association library, located at Hancock, Delaware County, to the Louise Adelia Read Memorial Library, Hancock, a central school district free public library. The provisional charter of the Hancock Free Library, granted in 1937 and extended in 1942, 1947 and 1952, was canceled.

The transfer of the books and other property of the Ransomville Public Library, a school district public library, to Ransomville Free Library, Ransomville, Niagara County, was approved. The provisional charter of the Ransomville Public Library, granted by the Regents in 1941 and extended in 1947 and 1952, was canceled.

Other Charter Actions

The Regents approved the following actions taken during the summer by their charter committee:

The provisional charter granted in September 1948 to The Adirondacks Historical Association, Inc., Blue Mountain Lake, Hamilton County, and extended in 1953 and 1954, was amended by changing the corporate name of the association to The Adirondack Historical Association; and the provisional charter, as so amended, was made absolute.

Beth-El Day School, Belle Harbor (Rockaway Beach), received an absolute charter to replace the provisional charter granted in September 1950.

The provisional charter granted by the Regents in July 1950 to Shaker Museum Foundation, Old Chatham, Columbia County, was made absolute.

The Scholarship Association of the Hadley-Luzerne Central School at Lake Luzerne, Warren County, was granted a provisional charter, valid for five years. The purposes of this corporation are to establish and to award scholarships to graduates of the Hadley-Luzerne Central School.

The provisional charter of the King's College, Briarcliff Manor, was amended to permit the college to conduct courses leading to the degrees of associate in arts and associate in applied science in addition to the degrees previously authorized.

The provisional charter of the School for Educational Advancement, Inc., New York City, which was granted in June 1947, was extended for three years from June 20, 1955. The school offers refresher courses in all branches of teaching, administration and supervision of elementary and secondary schools.

A provisional charter, valid for five years, authorized the Farmland Day School, Monsey, Rockland County, to offer a program of instruction for elementary school children when the public schools are not in session.

A provisional charter, valid for five years, was granted to the Dutchess Day School, Millbrook, Dutchess County, for the education of boys and girls from kindergarten through the sixth grade.

The Merrick Community Nursery School, Merrick, Nassau County, received a provisional charter, valid for five years.

The provisional charter of Briarcliff Nursery School, Briarcliff Manor, granted in February 1951, was amended to change the location to the town of Ossining, Westchester County.

School Named for Regent Eastman

At the Dedication of the Edward R. Eastman Elementary School

From left to right: Dr. W. I. Myers, dean of the New York State College of Agriculture; Edgar Biggie, school board member and general chairman of the dedication committee; Dr. Frederick J. Moffitt, Associate Commissioner of Education; Vice Chancellor Eastman; Nathan Hall, principal of the Newark Valley Central High School; W. H. Stimming, former president of the Board of Education; Robert Bushnell, president of the Board of Education.

Regent Edward R. Eastman, Vice Chancellor of the Board of Regents, was honored on September 15 at the dedication of the Edward R. Eastman Elementary School, a school in the Newark Valley system. In the presence of more than 400 of his friends and neighbors, Vice Chancellor Eastman was guest of honor at the dedication ceremonies, which included an address by Dr. Frederick J. Moffitt, Associate Commissioner of Education, and an expression of appreciation by Supervising Principal Nathan T. Hall.

Dr. Moffitt spoke of the tremendous influence exerted by Regent Eastman over a long and distinguished career in helping education. Under Regent Eastman's leadership, the educational opportunities for rural youth have been carried forward on every front. Starting in the early 1920's when Regent Eastman was the secretary of the Committee of Twenty-One, and carrying on through a lifetime of work for education, which culminated in the Alfred E. Smith Award by the New York State Teachers Association to the layman who has rendered "conspicuous service to public education," Vice Chancellor Eastman has rendered a service scarcely equaled in the lifetime of any one man, Dr. Moffitt pointed out.

In responding to the greetings from his friends, Regent Eastman told of his early education. "When I remember," he said, "the tremendous difficulties I faced in endeavoring to get an education, and how

meager that education was, and then compare those conditions with what rural children have today, I am proud of the progress that has been made and of the people who have made that progress possible. The central schools in New York State represent the biggest and best business in literally hundreds of New York State communities and the State is proud and honored in leading most other States in educational opportunity to rural children."

Vice Chancellor Eastman is president and editor of the American Agriculturist and has been a member of the Board of Regents since 1945. He is well known throughout New York State for his participation in civic and public affairs.

Bonds for School Improvements

The Board of Regents at its meeting on September 23 approved 15 proposed bond issues for the purchase of school sites, the erection and equipment of new buildings and additions and the purchase of school buses. Included in this number are bond issues approved during the summer by a Regents committee. The action of the committee was ratified at the meeting of the Board of Regents. The bond issues approved total $9,141,364.18. This action was taken in accordance with the requirement of the Local Finance Law that the Board of Regents approve propositions for bond issues to cover school improvements in districts where the cost of such improvements would bring the bonded indebtedness above 10 percent of the valuation of the district's real property.

The issues approved include the following:

Beekmantown-Plattsburgh Central School District, Clinton County, an issue of $1,849,600 for a school construction program

Heuvelton Central District, St. Lawrence County, an issue of $16,500 for the purchase of two school buses and one station wagon

Common School District No. 4 of the Towns of Western and Lee and of the City of Rome, Oneida County, an issue of $170,000 for the acquisition of land and the construction of a new elementary school

Union Free School District No. 23, Town of Oyster Bay, Nassau County (Massapequa), an issue of $1,725,000 for the construction and equipment of a new school building and the construction and equipment of a school district public library

Belleville Central School District, Jefferson County, an issue of $8,550 for the purchase of a school bus

Williamsville Central School District, Erie County, an issue of $1,015,000 for the acquisition of a site and the construction and equipment of a school building and for the purchase of five school buses

Bath Central School District, Steuben County, an issue of $6,339.18 for the purchase of a school bus

St. Lawrence Central School, Brasher Falls, St. Lawrence County, an issue of $11,100 for the purchase of two school buses

Lake Ronkonkoma-Holbrook, Holtsville Central School District, Suffolk County, an issue of $4,230,000 for a school construction program

Elma-Marilla-Wales Central School District, Erie and Wyoming Counties, an issue of $72,000 for the purchase of 12 school buses

Hartford Central School District, Washington County, an issue of $5,375 for the purchase of a school bus

Norfolk-Norwood Central School District, St. Lawrence County, an issue of $8,200 for the purchase of a school bus

Parishville Central School District, St. Lawrence County, an issue of $15,200 for the purchase of two school buses

Morris Central School District, Otsego County, an issue of $8,500 for the purchase of a school bus

Appointments to State Boards

A number of appointments to State boards, councils and committees were made by the Board of Regents at its meeting on September 23.

The Regents approved the appointment of Mario F. Miletti, New York, as an additional member of the State Board of Podiatry Examiners, for a term of five years from August 1, 1955.

Two reappointments were made to the State Board of Examiners of Architects. Geoffrey N. Lawford, New York, was reappointed for a term of three years beginning July 1, 1955. William Potter, New York, was reappointed for a term of three years beginning August 1, 1955.

Harry E. Rodman, Troy, was appointed to the State Board of Examiners of Architects for a term of three years beginning August 1, 1955. He succeeds Ralph F. Winslow, Larchmont, whose term expired.

The Regents reappointed Mrs. Anne Sengbusch, Buffalo, to the State Board of Examiners of Nurses for a term of five years beginning July 1, 1955.

Barbara R. Fallon, Syracuse, was appointed to the State Board of Examiners of Nurses for a term of five years beginning July 1, 1955. Miss Fallon succeeds Isabel H. Dill, Rochester.

Dr. Louis C. Jones, Cooperstown, was reappointed to the Advisory Council on Historic Sites for a term of five years from October 1, 1955.

There were two reappointments and one appointment to the Council on Accountancy. Russell G. Rankin, New York, and Arthur E. Surdam, Buffalo, were reappointed for a term of three years beginning July 1, 1955. Alden C. Smith, New York, was appointed for a term of three years commencing July 1, 1955, to succeed Saul Levy, New York, whose term expired.

Four committees were appointed to assist the State Education Department in the revision of syllabuses in technical subjects.

William Block, Hutchinson-Central Technical High School, Buffalo; Louis Weiss, Brooklyn Technical High School, Brooklyn; and Kenneth E. Garrecht, Trott Vocational High School, Niagara Falls, were appointed to the committee on industrial chemistry.

Thaddeus May, Hutchinson-Central Technical High School, Buffalo; Max Leider, Brooklyn Technical High School, Brooklyn; Raymond Stock, Machine and Metal Trades High School, New York City; Arthur L. Campanaro, Saunders Trades School, Yonkers; and Michael Diamond, McKee Vocational High School, New York City, were approved for the committee on architectural drawing and building construction.

Appointed to the committee on structural drafting and design were John J. Galvin, Hutchinson-Central Technical High School, Buffalo; Herbert R. Downs, Trott Vocational High School, Niagara Falls; and Angelo Amatulli, Brooklyn Technical High School, Brooklyn.

Ernest Seferjahn, Hutchinson-Central Technical High School, Buffalo; John Duff, North Senior High School, Binghamton; and Samuel Ringland, Mont Pleasant Technical High School, Schenectady, were appointed to the committee on electronics.

School Dropped from Roll

The Board of Regents dropped Elmira Catholic High School from the roll of registered secondary schools on June 24, since the school has ceased to function.

Teen-Agers Like Work-Study Programs

TEEN-AGERS THROUGHOUT NEW YORK State are recognizing the many advantages to be gained by work-study programs in business and distributive education designed to meet their needs and abilities. These cooperative education programs, which enable students to spend part of the time in school and part of the time learning on the job, appeal to more students each year, according to reports recently released by the New York City Board of Education and the State Education Department.

These recent reports show that more students were enrolled in cooperative business and distributive education programs during the 1954–55 school year than in any previous year. Moreover, these enterprising teen-agers, while earning school credit toward graduation for their work experience, earned a total of $3,229,361.62 for their on-the-job training in offices and stores. The following table clearly shows the increased interest in this type of work-study program by more than 6,000 teen-agers, who earned an average hourly rate of 97 cents for office work and an average of 83 cents an hour for store work.

Forward-looking educators have recognized for many years the practical advantages of on-the-job vocational training under the supervision and coordination of the school. Each year several additional schools initiate new cooperative programs in office skills and retailing to provide more realistic training for the beginning jobs available in local offices and stores. Placement statistics in these schools indicate that cooperative training results in almost 100 percent placement of the graduates taking these programs.

Educators who have developed successful cooperative education programs in office skills and retailing know from experience that these programs offer one of the soundest ways of keeping young people in school. Statistics show that the dropout rate is lower among cooperative students than among students in general. There is also evidence that students attending school while also holding down a responsible job are less likely to get involved in situations leading to juvenile delinquency. Moreover, there is little or no evidence that students who are working find that their scholastic work

New York State Cooperative Office Skills and Distributive Education Programs
1954–55

Type of Program	*No. of Cities*	*No. of Schools*	*No. of Pupils in Classes*	*No. of Pupils Working*	*Total Hours Worked*	*Total Wages Earned*	*Average Rate Per Hour*
Office skills	22	51	3,362	2,992	2,233,693½	$2,157,768.40	$0.97
Distributive education	51	62	6,021	3,336	1,297,538	1,071,593.22	0.83
			9,383	6,328	3,531,231½	$3,229,361.62	

Earning Money While Still in School

These cooperative office skills students in Rochester are filing purchase orders in a large store. The number of high school students taking such on-the-job training in cooperation with their schoolwork is on the increase.

suffers because of the cooperative work experience.

Teen-agers like the independence that comes from earning their own money. In many cases this enables them to contribute to the support of their families while still having adequate spending money and necessary school expenses.

Young people welcome the opportunity to learn under the guidance of experienced office and store employees. They realize that businesslike habits and attitudes learned on the job will be valuable to them later. They readily develop a more serious attitude toward their schoolwork when they recognize that it ties in closely with the work they are doing on the job. They like the feeling of confidence which comes from knowing they can "handle" a job to the satisfaction of a successful office or store manager. They see the advantages of remaining in school because employers consider high school graduation in matters of promotion.

Teen-agers who have completed their high school training by way of a cooperative education program in office skills or retailing are enthusiastic in their praise of the value of this type of training.

There is every indication that cooperative education programs in both office skills and distributive education will continue to expand rapidly in the years ahead.

Social Studies Meeting

The National Council for the Social Studies will hold its annual conference November 24, 25 and 26 in New York City. Headquarters will be the Statler Hotel. Featured on the program will be tours to the United Nations, the Stock Exchange and other points of interest.

Conference for New Principals

The annual conference for beginning principals of schools with grades 7–12, sponsored by the Division of Secondary Education, will be held in the Education Building at Albany on November 3 and 4. The conference is designed primarily for principals with one year or less of supervisory experience and principals who are new to New York State. Dr. Ernest A. Frier, Director of the Division of Secondary Education, will preside.

Commissioner James E. Allen, Jr. will extend greetings to the group. Dr. Frederick J. Moffitt, Associate Commissioner for Elementary, Secondary and Adult Education, will conduct a panel discussion composed of assistant commissioners with responsibilities in the areas of secondary education. These will include Dr. Warren W. Knox, general education; Dr. Joseph R. Strobel, vocational education; Dr. Edwin R. Van Kleeck, pupil personnel services and adult education, and Dr. Arthur W. Schmidt, school finance and administrative services.

Thursday afternoon and Friday morning sessions will focus attention on the secondary school program. Problems of organization and administration will be presented by a panel composed of Anthony E. Terino, Chief of the Bureau of Secondary School Supervision, and the general supervisors in secondary education. Subject specialists will present desirable practices in their respective areas. Topics to be discussed are health and physical education, elementary education, examinations and testing, public relations, guidance and legal problems.

Students May Win Merit Scholarships

The first National Merit Scholarships competition will begin on October 26 with the nationwide administration of a scholarship screening test to high school seniors whose principals nominate them as participants.

This is the first step in the selection of 200 National Merit Scholars for 1955–56. The winners, chosen for ability, will receive four-year college scholarships which may cover up to full tuition and living expenses depending on personal need. The competition is open to all secondary schools, public and private, and has the approval of the American Association of Secondary School Principals.

The program is administered by the newly formed National Merit Scholarship Corporation, an independent, nonprofit organization which receives its funds from foundations and industrial concerns and will provide a centralized agency for sponsoring nonrestrictive scholarships. The basic program now has available for scholarships one million dollars a year for each of the next 10 years.

Dr. Frederick J. Moffitt, Associate Commissioner for Elementary, Secondary

and Adult Education, and Dr. Ewald B. Nyquist, Associate Commissioner for Higher Education, enthusiastically endorse the new program.

Further information may be obtained by writing to National Merit Scholarship Program, Educational Testing Service, 20 Nassau Street, Princeton, N. J.

English Teachers Convene

The 1955 convention of the National Council of Teachers of English will be held in New York City on November 24, 25, 26. Highlights of the convention activities include addresses by Norman Cousins, Morris Bishop, Clifton Fadiman and Archibald MacLeish; 30 discussion groups; visits to New York City schools; a special closed-circuit television broadcast and guided tours, many of which are integrated with the program.

New Science Syllabuses

Single copies of the preliminary editions of new syllabus outlines in physics, chemistry and earth science have recently been sent to secondary schools. These outlines will help to familiarize teachers with changes in course material. The earth science syllabus is effective this year, but the physics and chemistry outlines will not become effective until September 1956. A covering letter included with the syllabuses gives more details. Although no requests for additional copies can be filled now, an adequate supply will be available later.

These new syllabuses have been in preparation since 1950. Two previous experimental editions have been tried out in selected schools during the past two years. The final outlines represent several important changes in the content and emphasis of the senior high school science program.

Librarians at Lake Placid Club

Commissioner of Education James E. Allen, Jr. made the principal address at the Friday evening session of the New York Library Association Conference held at the Lake Placid Club on October 13–15.

The speakers at the first session of the School Libraries Section on Friday afternoon were Dr. Frederick J. Moffitt, Associate Commissioner for Elementary, Secondary and Adult Education, and Helen Ferris, editor of the Junior Literary Guild. Dr. Moffitt emphasized the increasing importance of school libraries and their contribution to all the communication arts.

On Friday and Saturday there were discussion meetings on elementary school libraries, junior high school libraries and school library standards regarding book collections, library quarters and library teaching. Phyllis A. Whitney, author of Willow Hill and other books for young adults, addressed a joint meeting on Saturday afternoon.

Mary L. Tarbox, director of school libraries of Jamestown, was the president of the New York State Library Association for 1955, and Helen C. Welsh, librarian of the North High School of Valley Stream, was the chairman of the School Libraries Section.

School Lunch Workshop Held

A two-week workshop on "Educational Programs in the School Lunch" was held at Syracuse University, July 11–22. Eighteen schools in New York State, five out-of-state schools and two from the Philippine Islands were represented.

Two quantity cookery courses for school lunch personnel were given at the New York State College of Home Economics, at Cornell University under the direction of Helen Diehl, K. Elizabeth Lamson, State Education Department, and Marie Knickrehm, assistant professor of institution management, Cornell University. School lunch managers from all areas of New York State prepared and served meals to 700–1,200 summer school students daily. Participants received experience in quantity cookery techniques and service, uses and care of all types of institution equipment, food costs, school lunch records, menu planning, sanitation, work schedules, job descriptions and management problems.

Funds for School Lunch Program

The number of New York State schoolchildren participating in the school lunch program continued to show an increase during the school year 1954–55. More than 186 million meals were reimbursed. Of this number, 86 million were type A, 641,000 type A without milk, 971,000 type B, 78,000 type B without milk and 97 million type C (milk only). These lunches were served in 3,736 schools. This represents an increase of 16 million meals or 9.3 percent over the previous year 1953–54.

The allocation of Federal funds from the U. S. Department of Agriculture, July 1, 1954—June 30, 1955, was $4,063,157. State funds to the amount of 6 million dollars were available to supplement the Federal moneys which were inadequate to reimburse all the schools within the State on an equal basis. While the Federal appropriation remains approximately the same each year, some States are unable to use the entire allocation. This is then reapportioned to those States where the Federal money is insufficient.

The amount of the Federal appropriation to New York State for 1955–56 has been designated as $3,847,754.

This year, in accordance with the National School Lunch Act, each dollar of Federal money will be matched by $3 from sources within the State. Items such as services, supplies, facilities and equipment provided may be considered as eligible funds for matching purposes.

The States are further helped in providing adequate meals at low cost through the Food Distribution Program which is administered by the State Education Department. The value of these foods distributed to schools sponsoring lunch programs in 1954–55 amounted to approximately $3,400,000.

District Superintendents Elect

Morris J. Livingston, Williamson, district superintendent of the third supervisory district of Wayne County, was elected president of the New York State Association of District Superintendents of Schools at the 44th annual convention of that organization held at Saranac Inn September 27–29.

Other officers elected are: first vice president, Howard R. Johnson, first supervisory district, Broome County; second vice president, Maurice J. Finnegan, second supervisory district, Franklin County; secretary, Chester Lacy, superintendent of the sole supervisory district, Cortland County; treasurer, Dr. John W. Harrold, second supervisory district, Clinton County.

Chancellor John P. Myers of the Board of Regents and Dr. Frederick J. Moffitt, Associate Commissioner for Elementary, Secondary and Adult Education, addressed the banquet meeting on the evening of September 28.

Resolutions adopted by the association include the following:

Extending appreciation to Dr. Lewis A. Wilson for his distinguished service as Commissioner of Education and commending the selection of Dr. James E. Allen, Jr. as his successor

Recommending continued study of the questions proposed for the National White House Conference and commending President Eisenhower for his leadership and the New York State Committee for its efforts

Reaffirming endorsement of the efforts of the Bureau of Field Services to secure a simplified Transportation Quota Law

Endorsing the purposes of Artmobile, Inc. and encouraging its use

Authorizing the appointment of two representatives to meet with representatives of other administrative organizations in the State to consider the need for and possibility of establishing a permanent council for administrative leadership in the State

Recommending study of sections of the law relating to Cooperative Boards of Educational Service with a view to amendment if necessary

Commending the Educational Conference Board and urging that the Heald Commission consider the proposals of the Conference Board as a minimum program for the State support of public education

Central School Workshop

The Central School Boards Committee for Educational Research held its fourth annual summer workshop at Teachers College, Columbia University, on August 1–5. The committee is the policy-making unit of the New York Central School Study, established five years ago to help improve the central schools.

Problems of school finance received primary consideration by the 50 central school principals, school board members and district superintendents attending the conference. Effects of equalization rate changes, the recommendations of the educational conference board and the anticipated report of the Heald Commission were also subjects of discussion.

Speech Improvement Program Planned

A statewide program of speech improvement in the schools was discussed at the first meeting of the advisory committee on speech education held at the State Education Department on July 14–15. The new committee was appointed in June by the Board of Regents at the request of Dr. Frederick J. Moffitt, Associate Commissioner for Elementary, Secondary and Adult Education.

Members of the committee are Dr. Carroll Arnold, Cornell University; Marion M. Carey, Albany public schools; Dr. Wilbur Gilman, Queens College, Brooklyn; Dr. George M. Glasgow, Fordham University; Mrs. Roger Goodrich, Rochester public schools; Dr. Magdalene Kramer, Teachers College, Columbia Unversity; Dr. Letitia Raubicheck, director of the Bureau of Speech Improvement of the New York City public schools, and Dr. Solomon Simonson, head of the speech department, State University Teachers College at Fredonia. Superintendent Fred B. Painter, Brighton; Superintendent Howard Sackett, Port Leyden; the Rev. John F. Bourke, Watervliet — all of the State Council on Elementary Education — and Louis J. Wolner of the State Examinations Board, representing secondary education, are also serving on the committee.

The committee agreed that speech education includes voice development and improvement; basic speech skills, including pronunciation and enunciation; opportunities to learn good, clear thinking while speaking; the art and courtesies of conversation, discussion and debate; skill in making oral reports; the analysis of speech heard over radio, television etc.; development of the art of listening; and help for the speech-handicapped and electives for the gifted in speech.

Dr. Moffitt and Dr. Warren W. Knox, Assistant Commissioner for General Education, explained their plans for launching a statewide program of speech improvement and set forth the functions of Department advisory committees.

Curriculum Materials Developed

A wide variety of professional talent was tapped during the past spring and summer by the Bureau of Elementary Curriculum Development to advance the preparation of instructional materials.

In the field of science the following four persons developed and organized a group of science experiences appropriate to the elementary schools:

Lucy W. Stephenson, assistant principal of a Buffalo elementary school

Harry Milgrom, in charge of the science program for elementary schools in New York City, who also prepared an organization chart of scientific concepts and principles

James P. Anderson, director of elementary education at Richfield Springs, who also prepared material on the

scientific implications in the area of health

Mrs. Virginia H. DeNike, formerly on the staff of Massachusetts Institute of Technology, now of Washington, who contributed to a bulletin on conservation education

Assisting in developing a program of speech education, described elsewhere in this issue of the BULLETIN TO THE SCHOOLS, were Marion M. Carey, speech teacher in the Albany public schools, and Julia C. Piquette, State University College for Teachers at Buffalo.

A new bibliography for the language arts program was developed by Claire M. Finnigan, school librarian at Oakside School in Peekskill and chairman of the elementary committee of School Libraries Section of the New York Library Association.

Elizabeth Williams, formerly school librarian at Dansville and Suffern and now at Valley Stream, prepared a school library bulletin and a bibliography for citizenship education.

Research on a technical vocabulary for a secondary school spelling list was done by Hilan B. Gedney, director of elementary education at Peekskill.

Slides to be used in describing to parents the teaching of spelling, reading and handwriting were prepared by Anna E. Male, specialist in audiovisual aids in the Gloversville public schools.

The first draft of a proposed course of study in art for elementary schools was completed by Edith L. Nichols, former director of art for the New York City elementary schools.

Joseph Guerrera, director of physical education and athletics at Bethlehem Central High School, formerly of Baldwinsville, developed materials on swimming, swimming pools and water safety.

Artists creating cover and other illustrations for forthcoming publications were Erwin H. Austin of New Salem, Barbara Evans of Albany and Lawrence E. Lyons of Castleton.

Annual Meeting of Superintendents

Lyndon H. Strough, superintendent of schools at Rome, was elected president of the Council of School Superintendents of cities and villages at the annual meeting of the council held at Saranac Inn September 25–27. Howard T. Herber, superintendent at Malverne, was elected vice president. E. L. Ackley, superintendent at Johnstown, was reelected secretary-treasurer.

Resolutions adopted by the council include the following:

Recommending support of the resolution made at the New York State White House Conference on Education relative to Federal aid for education and reaffirming willingness to cooperate with the Heald Commission

Commending the Educational Conference Board and urging that the Heald Commission consider the proposals of the Conference Board as a minimum program for the State support of public education

Urging that increasing requirements for professional preparation be considered in the determination of teaching and administrative salary schedules

Lauding Dr. Lewis A. Wilson for his service and contribution as a leader in the field of public education and commending the Board of Regents for their unanimous election of Dr. James E. Allen, Jr. as new Commissioner of Education.

Dr. Nyquist Associate Commissioner

The appointment of Dr. Ewald B. Nyquist as Associate Commissioner for Higher Education has been announced by Commissioner of Education James E. Allen, Jr. The Board of Regents approved the appointment at its meeting on September 23.

Dr. Nyquist succeeds Dr. Carroll Vincent Newsom, who resigned to become executive vice chancellor of New York University on July 15, 1955. The new Associate Commissioner has been Assistant Commissioner for Higher Education since 1951.

Dr. Nyquist was born in Rockford, Ill., November 1, 1914. He received his secondary school training in that city and was graduated from Rockford Senior High School in 1932. His undergraduate and graduate work was taken in the University of Chicago from 1932 through 1941, and he holds the degree of bachelor of science from that university. He majored in psychology, both as an undergraduate and graduate student. During his graduate years, he was backfield football coach to Clark D. Shaughnessy. Also during his graduate years he was clinical psychologist in the Behavior Clinic of the Cook County Criminal Court and simultaneously in the Presbyterian Hospital, both of Chicago.

During the years between 1941 and 1945, Dr. Nyquist was in the United States Naval Reserve, entering as an ensign and leaving the service with the rank of lieutenant commander.

Subsequently until 1948, he was assistant director of admissions at Columbia University, and from 1948 until 1951, director of admissions.

Dr. Ewald B. Nyquist

From 1948 until 1953, Dr. Nyquist served as secretary of the Commission on Institutions of Higher Education of the Middle States Association of Colleges and Secondary Schools. Since 1953, he has held the position of chairman of this commission.

Dr. Nyquist holds the honorary degrees of doctor of laws from Hartwick College (1953) and doctor of pedagogy from St. John's University, Brooklyn (1953).

He is a member of the executive committee on accreditation policies of the National League for Nursing and of the commission on accreditation, council on social work education; and is chairman of the committee on admissions of the New York State Psychological Intern Training program.

In 1938, he married Janet Siebolt Winnett of Des Moines, Iowa. They have three children, Edwin Bason Winnett, Janet Siebolt Winnett, Jr. and Carl Gustav Frithiof II.

In making the appointment Commissioner Allen said:

> The Department is fortunate indeed in having Dr. Nyquist available to fill the important office of Associate Commissioner for Higher Education. While serving as Assistant Commissioner, he clearly demonstrated his abilities as an administrator and his grasp and understanding of the complex problems of higher and professional education. He is ably qualified to provide the leadership in New York State which will be required in meeting the expanding needs in this field. He will serve the State faithfully and well and I am happy to have him as one of my Associate Commissioners.

Katharine Schafer Is Dead

Katharine Schafer, who retired December 31, 1949, after more than 51 years of service to the State Education Department, died September 24.

At the time of her retirement Miss Schafer was invited to attend the December meeting of the Board of Regents in New York City so that the Regents might express "their deep appreciation for her long and faithful service." Formally reporting her retirement, Dr. Francis T. Spaulding, then Commissioner of Education, said: "Miss Schafer has established a remarkable record for length of service and for devotion to duty. In the important field of printing, she has served faithfully and efficiently and has given immeasurable aid to many persons for many years and has thus helped to advance important Department projects."

Department Staff Changes

The following staff changes in the State Education Department have been reported:

Edward M. Heiliger resigned as associate librarian, regional library service center, Watertown, effective August 31.

Helen A. McLaughlin resigned as associate in child development and parent education August 31.

The permanent appointment of Levi L. Smith as assistant in adult civic education was effective September 1.

Donald W. Fisher was permanently appointed associate scientist (paleontology) effective September 1.

John F. Dority received a permanent appointment as assistant in adult civic education effective September 1.

The permanent promotion of Arthur J. Dudley as associate in industrial arts education was effective September 2.

Arnold H. Lamont received a permanent promotion as associate in industrial arts education effective September 2.

The permanent promotion of Howard O. Yates as associate in elementary curriculum was effective September 13.

Gordon E. Van Hooft was permanently promoted as associate in secondary curriculum effective September 16.

Madeleine F. Coutant was permanently promoted as associate in secondary curriculum effective September 16.

George F. Foot received a permanent promotion as associate in child development effective September 16.

Leslie C. Jayne Retires

Leslie C. Jayne, Secretary of the State Board of Pharmacy since February 1941, has submitted his resignation to become effective November 1. Prior to his appointment by the Regents, Mr. Jayne had served as instructor and assistant professor in chemistry at Columbia University. He later became a member of the faculty at the Brooklyn College of Pharmacy. Mr. Jayne received the degree of bachelor of science from the Columbia University of Pharmacy in June 1925.

Former Commissioner of Education Lewis A. Wilson, under whom Mr. Jayne served from 1950 to 1955, declared that the retiring Secretary had made an outstanding contribution to the profession of pharmacy and that he had brought about a marked improvement in ethical practice and a fair and impartial enforcement of the law. Dr. Wilson expressed sincere regret that Mr. Jayne had chosen to leave the Department.

Commissioner James E. Allen, Jr. concurred with Dr. Wilson's sentiments, saying that Mr. Jayne had achieved what he once said was his chief ambition in life: "to insure public confidence in retail pharmacy." Dr. Allen added that the Board of Pharmacy had profited much during Mr. Jayne's administration and that he regretted his decision to resign.

Florence E. Potter Dies

Florence E. Potter, associate in mathematics education in the Division of Secondary Education, died on September 25 in Chatham. A graduate of State University College for Teachers at Albany, where she received the degrees of bachelor of arts and master of arts, Miss Potter taught high school mathematics at Schuylerville, Port Henry and Chatham. From 1946 to 1952 she was an instructor and supervisor of mathematics at the State University College for Teachers at Albany. A summer examiner for many years, Miss Potter joined the State Education Department as an assistant in mathematics education in 1952. She was promoted in March 1955.

Miss Potter, widely known for her leadership in secondary school mathematics, was especially interested in the construction of instruments and visual aids useful in teaching.

Siena College Salutatorian

Helen B. McDermott, Education Department employee in the Bureau of Professional Examinations and Registrations, was this year's salutatorian at Siena College. Miss McDermott, who began her college education 15 years after being graduated from high school, received a bachelor of arts degree marking the end of eight years of attending the Siena Evening Division. She majored in foreign languages and plans to continue her interest in languages.

Students who are interested in establishing pen friendships and exchanging ideas with boys and girls around the world may address inquiries to the International Friendship League, 40 Mount Vernon Street, Boston 8, Mass.

New Superintendents Named

City and village superintendents recently appointed include the following:

Cities

Hornell	Sidney L. MacArthur
Gloversville	William E. Male
Kingston	Earl F. Soper
Norwich	Albert S. Brown

Villages

Bay Shore	E. Lloyd Moreland
Frankfort	Nicholas A. Frank
Green Island	Edward J. Sanders
Hicksville	Wallace E. Lamb
Johnson City	Kenneth A. Myers
LeRoy	Donald Horr
Lynbrook	Herbert C. Clish
New City	Felix V. Festa
Owego	Sheldon E. Guile
Pelham	Radcliffe Morrill
Port Chester	Edmund M. Forsythe
The Tarrytowns	Matthew W. Gaffney
Tuckahoe	John A. Whitehead
Woodmere	Michael V. Santopolo

Sidney L. MacArthur, superintendent of schools in Hornell, succeeds Harrison S. Dodge, whose resignation after 36 years of service as superintendent was effective June 30.

William E. Male has received appointment as superintendent of schools in Gloversville where he has been serving as acting superintendent of schools.

Earl F. Soper, former superintendent in Norwich, has been appointed superintendent of schools in Kingston. His appointment follows the retirement, effective July 1, of Arthur J. Laidlaw, superintendent of Kingston public schools since 1939. Mr. Laidlaw completed more than 44 years in the field of education and served as a superintendent for more than 37 years.

Albert S. Brown received the appointment as superintendent of schools in Norwich to succeed Superintendent Soper.

E. Lloyd Moreland is the new superintendent of schools in Bay Shore. He served formerly as acting superintendent.

Nicholas A. Frank has been named acting superintendent of schools in Frankfort. He replaces James A. Beha.

Edward J. Sanders succeeds Norine B. Keating as superintendent of schools in Green Island.

The new superintendent of schools in Hicksville is Wallace E. Lamb, who replaces E. H. LeBarron.

Kenneth A. Myers has been appointed superintendent of the Johnson City schools. He succeeds Howard B. Eccleston, whose retirement, after 26 years as superintendent of schools in Johnson City, was effective July 1. Mr. Eccleston served the public schools of New York State for 42 years.

Donald Horr has been named superintendent of schools in LeRoy. He succeeds Matthew W. Gaffney.

Dr. Herbert C. Clish has received an appointment as superintendent of schools in Lynbrook. Dr. Clish has been superintendent of schools in San Francisco, Calif., since 1947. He succeeds H. Arthur Schubert.

Felix V. Festa has been appointed superintendent of schools in New City, where a new superintendency district has been established.

A superintendency district has been reestablished at Owego with Sheldon E. Guile as superintendent of schools. Mr. Guile succeeds W. George Morgan, who

has been ill. Mr. Morgan, superintendent for 17 years, will continue as associate superintendent, working on special assignments from the board of education.

The new superintendent of schools in Pelham is Radcliffe Morrill, who is replacing William W. Fairclough.

Edmund M. Forsythe has been named acting superintendent of schools in Port Chester. He succeeds Evan E. Jones, who was superintendent of the Port Chester schools for 21 years.

Matthew W. Gaffney, former superintendent in LeRoy, has been appointed superintendent of schools of the combined Tarrytowns school district. He replaces Delbert O. Fuller, who served as North Tarrytown superintendent from 1935 to 1949, as deputy superintendent after consolidation in 1949 and as superintendent since 1952.

John A. Whitehead, the new superintendent of schools in Tuckahoe, succeeds the late William Cottle.

Michael V. Santopolo has been appointed superintendent in Woodmere. He replaces Chauncey M. Ogden.

Citizens Committee Meets

The fourth annual meeting of the New York State Citizens Committee for the Public Schools will be held at the De Witt Clinton Hotel in Albany on November 11–12. Among the speakers will be Dr. Buell G. Gallagher, president of the City College of New York; Dr. Dean Rusk, president of the Rockefeller Foundation; Bob Considine, writer and columnist; Roy E. Larsen, president of Time, Inc.; Walter D. Cocking, editor of The School Executive, and Robert K. Bair, chairman of the Citizens Committee for Albany Public Schools. Dr. James E. Allen, Jr., Commissioner of Education, will give the closing address.

Governor at Dedication

Governor Averell Harriman spoke at building dedication ceremonies at the State University Teachers College at Plattsburgh on October 14. Chancellor John P. Myers of the Board of Regents; Dr. Hermann Cooper, executive dean for teacher education of the State University; Mrs. Betty Hawley Donnelly, member of the State University Board of Trustees and chairman of the trustee committee on teacher education, and President George W. Angell of the college also participated in the program.

Dean Edward E. Redcay dedicated the new home economics building which will be called Ward Hall in memory of the late Dr. Charles C. Ward, former president of the college. Harry P. Kehoe, chairman of the council for the college, dedicated Hawkins Hall, named in honor of Dr. George K. Hawkins, a former principal of the Plattsburgh State Normal School.

College Honors Arvie Eldred

Dr. Arvie Eldred of Troy, former executive secretary of the New York State Teachers Association, received the honorary degree of doctor of humane letters on September 30 in ceremonies at Williams College, Williamstown, Mass. Dr. Eldred, currently assistant to the director of the Temporary State Commission on Educational Finances, was cited by the college as a "genial, tireless and effective leader in the improvement of the free schools of his State, in salaries, tenure and freedom from political control."

He was superintendent of the Troy school system from 1914 to 1930 and was secretary of the State Teachers Association for 21 years. He was graduated from Williams College in 1905.

Propose Children's Stamp

The National Council of Chief State School Officers is sponsoring a "Children's Stamp" project, successfully promoted by Lady Hilda Butterfield in a number of other countries. The designs submitted by schoolchildren should be in any one color, or in black and white, 7 inches by 12 inches in size. The designs must typify worldwide friendship among children.

The best design from each State will be judged in a national competition and the winning design will be used on a 3-cent stamp issued by the Government and used like any other postage stamp. Each State's winner is to receive a certificate of honor signed by the President and there is a plan to fly the national winner to New York for a visit to the United Nations.

Schoolchildren in New York State should send their entries to the office of Dr. Frederick J. Moffitt, Associate Commissioner for Elementary, Secondary and Adult Education, State Education Department, Albany.

Patriotic Essay Contest

The 21st annual national high school essay contest sponsored by the Ladies Auxiliary to the Veterans of Foreign Wars will have as its theme "America — Beacon of Hope." The contest is open to any pupil carrying a full prescribed course in grades 9–12 in any public, private or parochial high school. Essays are to be not more than 1,000 words in length and are to be submitted by March 15, 1956. Cash awards of $2,000 are offered. Full information may be obtained from the national headquarters of the organization at 406 W. 34th Street, Kansas City 11, Mo.

Aid for Students

Carol E. Myers of Canastota was one of three contestants to be awarded Bausch & Lomb Science Scholarships at the University of Rochester as a result of the 12th annual nationwide competition among outstanding high school science students. In addition, four other New York State students were among the 23 finalists who stood so high in the scoring that they were awarded other scholarships of comparable value at the university. They were William G. Peck of Geneva, David S. Donley of Brighton, Yvonne B. Wirt of Lancaster and Richard M. J. Murphy of Miller Place.

Photo Competition

Photographic achievement among high school students will again gain national recognition through the 11th Annual National High School Photographic Awards sponsored by the Eastman Kodak Company. This competition has been placed on the approved list of national contests and activities for 1955–56 by the National Association of Secondary School Principals, and is open to students throughout the United States and its territorial possessions. Prizes will total $5,000, and a selection of the winning pictures will be made up into a traveling salon shown in schools throughout the country.

Full information about the awards and the traveling salon may be obtained from the National High School Photographic Awards, 343 State Street, Rochester 4.

The exhibit of 50 photographs is offered on temporary loan for showing in high schools, art galleries and libraries. There is no charge for the salon and transportation costs are paid both ways.

DEPARTMENT PUBLICATIONS

Purchases and Stores, School Business Management Handbook

This manual is the first in a series of 10 documents dealing with various areas of business management in public school administration. The material in these handbooks is composed of the suggestions and active committee work of school people and qualified lay citizens from all parts of the State working with the Bureau of Field Financial Services. The suggestions and procedures described are believed to be representative of the best practices found among school districts of the State. The policy statements and legal points are those which have been felt to be most helpful in the day-to-day management of school business activities.

One copy of the handbook has been sent to each school superintendent in the State and two copies have been furnished free to each central school district, each union free school district with an academic department and each common or elementary union free district with an enrollment of over 400, with the suggestion that one copy be retained by the principal for reference and the other be utilized by the person responsible for business affairs.

Additional copies may be obtained either for district or personal use by writing the Bureau of Publications of the State Education Department and remitting 60 cents for each copy.

Child Development Guides for Teachers of Three, Four and Five-Year-Old Children

These guides are intended to develop and improve kindergarten and nursery school programs but may be helpful, as well, to primary teachers and to parents in strengthening the understanding of good programs for young children and the value of close home-school relations.

Half of the 112-page bulletin is devoted to photographs illustrating the kinds of activities and experiences appropriate for young children and the equipment necessary. Both indoor and outdoor play areas are depicted. The pictures of children are actual, unposed situations from public and private schools. The text includes sections on how children grow, the school program, the role of the teacher, home-school relations and adequate provision of rooms and play spaces for young children.

The findings of the Midcentury White House Conference on Children and Youth have highlighted this research and form the basis for selection of pictures and material. These guides are a complete revision of the Curriculum Guides for Teachers of Two to Five-Year-Old Children and Curriculum Guides for Teachers of Five-Year-Old Children.

The bulletin is a recent publication of the Bureau of Child Development and Parent Education, Division of Elementary Education. It has been distributed to superintendents, elementary school principals and supervisors. Teachers may request additional copies through their superintendents.

Do We Have the Schools We Need? — A Guide for Use by Local School Study Groups; Regents Council on Readjustment of High School Education

This study guide has been prepared for use by groups interested in discussing the local implications of the Readjustment Council Report — The Schools We Need — Now and for Tomorrow. It is intended for use by boards of education, faculty groups, parent-teacher associations, citizens' advisory committees and other groups interested in the improvement of the schools.

The pamphlet is planned to help local school authorities compare their local policies with the proposals which have been made by the Regents Council. It should help to determine the extent to which individual schools have developed the programs recommended and to show the facilities needed to develop the kind and quality of program desired.